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grades or in the first years of high school. It contains sections on pronunciation, spelling, and derivation and a brief dictionary. The author has had in mind, apparently, certain specific needs of the children, and has sought to prepare a practical manual for study and reference. To the child with no dictionary, it would be of positive value. Class exercises might, at times, be based upon it. But, as in so many similar books, the words chosen are not those which the learner will use or with which he will have difficulty. As for studies in derivation, anything more than incidental lessons in word composition would seem to be of doubtful value to children in the grades. With regard to such studies, as well as to the other topics presented, the book will prove very suggestive to teachers.

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*Two Dramatizations from Vergil.* I, "Dido, The Phoenician Queen;" II, "The Fall of Troy." Arranged and Translated into English Verse by FRANK JUSTUS MILLER. The Stage Directions and Music for the "Dido" contributed by J. RALEIGH NELSON. Chicago: The University of Chicago Press, 1908. Pp. 120. \$1.08 postpaid.

The merit of Professor Miller's dramatization of the love story of Aeneas and Dido, which was published in 1900 under the title of *Dido—An Epic Tragedy*, has been proved by the continued demand made for the book. In response to this demand the author has published a second edition in which the same dramatization appears with no change of form but under a new title, *Dido—The Phoenician Queen*. This volume contains also a second dramatic adaptation from Vergil, the story of the Fall of Troy as related in the second book of the *Aeneid*.

Both of these stories are full of human interest and appeal to those universal elements of human sympathy that belong to all times and places. Filled with intensity of action and feeling, they are in their very nature dramatic; but when we read them in their epic setting, we seldom realize the completeness of their dramatic form. The student of Vergil ordinarily reads too few lines at a time to enable him to gain that breadth of view that alone can make it possible for him to see the unity of the whole story. In this the present volume will be found to be of great assistance and it is therefore of value not only to those who have not read the Roman epic but also to those who have.

In arranging and translating these tragedies, only such minor changes as were necessary have been made. The greater part of both stories remains, as nearly as the process of translation allowed, in the same form as that in which it was originally expressed, and Professor Miller's iambs are remarkably faithful to the spirit of the Latin hexameters.

The first tragedy, which is already familiar to many readers in its present form, is the account of the relations that arose between the Trojans and the Tyrians while the former tarried at Carthage on their way to Italy. It begins the morning after Aeneas and his companions, storm-tossed and weary, were driven to the shores of Africa, and ends when they took their departure from these same shores.

The second tragedy, which appears now for the first time, is only about half as long as the other, but, within its narrower limits, contains even more intensity of action, speech, and feeling. Beginning with Laocoön's warning to his fellow-citizens not to trust the wooden horse about which they had excitedly gathered, it continues the tale of the treacherous ruse of the Greeks to the bitter end of desolation and despair.

For actual presentation this tragedy offers many practical difficulties, and herein differs from the story of Dido, which has been staged with great success, but both dramatizations are valuable contributions to our modern interpretation of ancient life and our better understanding and appreciation of Rome's national epic. As a supplement to the study of Vergil, they will prove a source of great interest and help, for by giving the student a more comprehensive view of the poem he is reading, they will lead to a fuller recognition of its meaning.

The musical setting offered for the lyrical parts of the Dido, as well as the outline drawings suggested for its stage action and scenery and the reproduction of idealized figures and costumes, render the book very attractive and furnish valuable assistance to those who may wish to stage the play.

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*High-School Course in Differential Calculus, First Lesson.* By CHAS. N. SCHMALL, B.A. Published by the author, 89 Columbia St., New York, 1907.

Not a little has been said and written on the importance of introducing the elementary notions of the calculus into high-school work. Professor Klein of Göttingen is the leader of the movement in Europe to make the function idea the central, or organizing thought of mathematical work from the beginning of the gymnasial course through the university. A consequence of the acceptance of this point of view is that calculus, which is pre-eminently the instrument for dealing with the function idea, must be begun early in the work of the gymnasium. If this means anything to American teachers, it must mean that the fundamental concepts of the calculus should be given in secondary-school courses in mathematics.

Many teachers have felt the importance of doing this and have pointed out ways in which the beginnings might be made in this direction. Mr. Schmall in his pamphlet of twenty pages has shown how the fundamental principles of differentiation may be well started with students who know no more mathematics than algebra through quadratics, and plane geometry. The presentation is largely graphical and geometrical, and the meanings of things are made simple, clear, and interesting so far as they go. The lessons include the teaching of the ideas of continuity, differential coefficients, derivative of a function, and the interpretation of the derivative as the slope, or gradient of the curve, the rate of change of an area, and the rate of change of a function. The pamphlet purports to be the first chapter of a book on differential calculus for use in high schools. Many teachers who are sympathetic toward movements for,